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Featuring—A Modern Philosophy for the FFA

The Agricultural Education Magazine

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Contents

Editorials

Some Reflections on the FFA ..... George W. Wiegers 195

Needed—A Modern "Operational" Philosophy 195

The Cover Picture 196

National FFA Officers Speak Out ..... National FFA Officers for 1959-60 196

Is Your Leadership Showing? ..... Bruce A. Gaylord 197

Parent-Son Banquet—A New Experience ..... W. S. Coe 199

Building a Program of Work ..... Gene Foster 200

Making the FFA Contribute ..... Harold Binkley 201

How Effective Is Your Instruction in Farm Record Keeping? ..... Benjamin F. Hall 203

Safe Tractor Operation and Maintenance Programs ..... Benton K. Bristol 204

The National Conference of Student Teachers ..... Rex Denham and Jim Blaser 206

Officers' Training Programs Can Be Effective ..... J. Cordner Gibson 207

"Individual" Work Programs ..... John A. Dodds 208

Contribution of the FFA to Preparation for Citizenship ..... James Rose 209

Radio Programs Are a Good Chapter Activity ..... J. R. Cardwell 210

Consider an Exchange Visit ..... Arnold Watkins 211

Should FFA Chapters Publish Test Plot Results? ..... Edwin J. Mulder 211

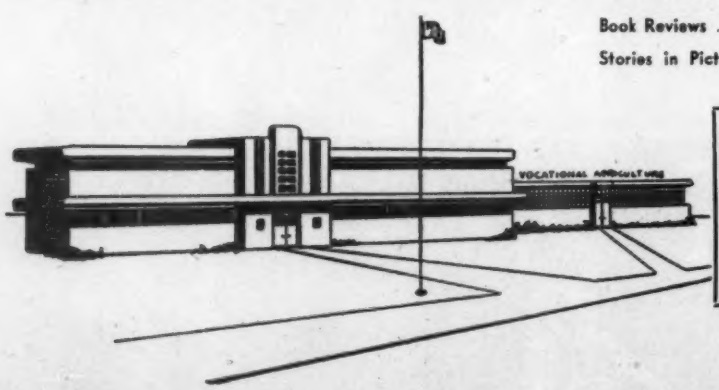
Improving Our Public Relations ..... Dale Nestingen 212

More Guiding Principles for Vocational Agriculture ..... W. Howard Martin 213

Why Not a Cub FFA? ..... Donald Holmberg 214

Book Reviews 214

Stories in Pictures 216



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Editorials

Some Reflections on the FFA

GEORGE W. WIEGERS Jr., Professor and Department Head, Agricultural Education Department, University of Tennessee

Although the FFA was not provided for in the well-known Smith-Hughes Act, which was passed in 1917, the organization became a reality in 1928. From that time to the passage of the George-Barden Act in 1946, the FFA thrived and grew into the largest farm boy organization in the world. This phenomenal growth was permitted within the established framework of vocational agriculture in the nation. Now there is a provision in the George-Barden Act which gives legislative status to those FFA activities which previously developed under administrative approval.

The new farm boy organization came into existence to supplement the program of vocational agriculture. This concept has prevailed through the years, but today serious questions are being raised concerning the relation of the FFA to other parts of vocational agriculture. For example, is it educationally sound to assume that the FFA can be made an integral part of vocational agriculture by merely including a few units of instruction on the FFA in courses of study on the one hand, and on the other, to behave much of the time as if the FFA were the large enterprise and vocational agriculture but one aspect of it? Many leaders say or imply that approved FFA activities are educational in nature. A high percentage of the activities do have significant educational value, but some do not. Let us look at what sometimes happens in planning FFA programs. "Selected" supervisors, teacher educators or advisors meet as a committee to determine what activities and procedures to include in a given district, area, state or national FFA program. Although the activities and procedures selected for FFA programs somehow have a tremendous influence on the local teachers' behavior and what they teach in their classes, the selection of these activities too frequently is not based on the results of worthwhile studies of the real needs of students enrolled in vocational agriculture. Can vocational agriculture programs developed on such a basis long survive in our modern secondary schools?

The FFA program was originally designed to provide new experiences for youth enrolled in vocational agriculture courses. The program was expected to help change members in many ways, one of which was to motivate them to participate in group activities. If this purpose is to be fulfilled, leaders must be concerned with the direction in which the members are being motivated. Many advisors and FFA members

(Continued on page 196)

From the Editor's Desk . . .

Needed—A Modern "Operational" Philosophy . . .

The creed and purposes of the FFA are indicative of the philosophy upon which the FFA was founded, but the activities sponsored and conducted in the name of the FFA indicate the philosophy upon which the FFA actually operates. Although little can be found to challenge in the "founding" philosophy of the FFA, our "operational" philosophy could stand some modernization.

Why, for example, should various national contest activities of the FFA be subject to change only at the end of three-year intervals? We speak of agriculture as being a dynamic, constantly changing field of endeavor. Should not the contest activities which are supposed to reflect agricultural activity be as subject to change as agriculture is?

An equally interesting aspect of our FFA "operational" philosophy regarding contests is that of the contests which persist long after agricultural knowledge has deserted the activity for greener pastures. Grain judging and certain aspects of livestock judging are examples. Should not our operational philosophy for the FFA reflect more accurately current sound agricultural practice?

Without doubt the FFA has done well in providing leadership training for farm youth. But we appear to be leaning ever more heavily on adult decisions and state and national objectives. Should not our operational philosophy place more emphasis on *boy* leadership, *local* activity, and *local* responsibility?

The "founding" philosophy of the FFA stresses cooperation and some gestures are made in this direction. However, the real need for cooperation lies in (1) working with all agricultural interests to develop a better public understanding and appreciation of agriculture and (2) working to alleviate the fighting among the various facets of the field of agriculture. The FFA philosophy should be modernized to emphasize this kind of cooperative effort.

It doesn't take much contact with teachers and FFA members to discover that the aim of individual improvement is pretty much blanketed by the aim of "beating" someone. Perhaps it is time FFA philosophy was modernized to eliminate most competitive activity and replace it with awards on a self-improvement basis for all who achieve certain goals. The values of self-improvement activities would far exceed any values attributable to competitive activities.

The problem of modernizing the FFA philosophy

(Continued on page 196)

Needed—A Modern—

is a major one. It is easy to point to the "founding" philosophy and ignore the realities of the "operational" philosophy. But if the FFA is to make the contribution to the development of youth and the field of agriculture that it could and should make, a modernized operational philosophy is a necessity. □

Some Reflections—

are highly motivated to participate in numerous competitive activities, but pay little attention to those of a cooperative nature.

Competitive skills are rooted in the philosophy of "survival of the fittest." Do FFA leaders understand what psychologists have been trying to communicate to educators for a long time about competition and rivalry? Psychologists indicate that competition promotes learning of routine skills and factual information, but does not affect creative or imaginative work. Also, competition may be detrimental to the mental hygiene and social welfare of the members who do not win. Psychologists state that rivalry is an incentive, but they emphasize that its effectiveness decreases with an increase in intelligence of the participants (presumably this would also include supervisors, teacher educators and advisors).

Even though there are limitations to the use of competition as a means of motivating members, there is a place for some well chosen and supervised competitive activities in the FFA program. The development of competitive skills that do not threaten the self-respect of members should, however, be balanced with the development of skills in cooperation such as mutual assistance, cooperative planning, buying, selling and the like. For the greatest educational progress, leaders must assume responsibility for helping the FFA achieve a better balance in their social motives. □

The Cover Picture

1960-61 National Officers, Future Farmers of America
(Elected at 33rd Annual National Convention, Kansas City, Mo., Oct. 14, 1960)

Left to Right—Standing: Ronald J. Cook, Route 1, Marshall, Mich., Student Secretary; Lyle Carpenter, Sullivan Route, Yuma, Colo., President.

Seated: Nathan R. Cushman, RFD 1, Lebanon, Conn., member of the Norwich FFA Chapter, Vice President, North Atlantic Region; Jerome Donovan, Jr., Mounted Route, Delaware, Ohio, Vice President, Central Region; Teddy Ray Carruth, Box 44, Tulia, Texas, Vice President, Southern Region; John Creer, 103 East 1 South, Spanish Fork, Utah, Vice President, Pacific Region.

National FFA Officers Speak Out

On the 1960 State FFA Conventions

National FFA Officers
for 1959-60

Jim Thomas, President
Kenney Earl Gray, Student Secretary
L. G. "Jack" Crews, Vice President
Joe H. Hughes, Jr., Vice President
Richard Poor, Vice President
Dean Hoffer, Vice President

Each national FFA officer has had a wonderful opportunity to see a number of state FFA associations in action at their state conventions. Forty-seven states were visited this year by five or more of the national officers, and as a result of our visits we, naturally, made many observations and comparisons. We were impressed and even inspired in our visits to some states, whereas we were disappointed and amazed at the loss of perspective in others. The ideas listed below represent the thinking of all national officers of 1959-60.

We officers are absolutely convinced that the state convention of any state, regardless of its size, can be of profound influence in the progress and strengthening of the Future Farmers of America. Indeed, well planned and properly executed state conventions are of tremendous importance. It is here that state associations set the pace, create the proper image of the FFA and bring to the eyes of the public the activities and accomplishments, as well as the ideals, of the finest student organization yet devised for educational purposes.

We national officers would be naive if we said that every state does a splendid job of holding a state convention. A great many of our state associations are certainly to be congratulated on the great job they are doing. On the other hand, we are convinced that many of our states have failed to realize what elements constitute the true objective of a state convention. It is appropriate that we should examine these objectives as we boy officers see them.

We are convinced that there are tangible, true objectives which can be properly identified. The fitting way for the state association to give the members an opportunity to execute the business and have a voice in the affairs of the FFA is to assemble them in convention. Therefore, the first objective of any state convention should be to hold stimulating and important business sessions that are meaningful to the FFA members. Certainly no program of events should be all business, but we have observed that where the members of the FFA could debate, discuss and vote on matters of importance, there was a real spark of interest and enthusiasm that poured over into all phases of convention activities. Let us not forget that good business sessions are a source of priceless leadership training.

The second purpose of holding the state convention should be to recognize those members who have done commendable work in vocational agriculture. We do not imply that all award winners can be brought to the front for recognition, but by all means the outstanding winners should be. By raising Chapter Farmers to State Farmers, or presenting the National FFA Foundation awards, or other state awards, along with recognizing superior chapters and outstanding advisors, we can accomplish two important things; we are able to let others outside vocational agriculture and the FFA learn what Future Farmers are doing and accomplishing in farming and leadership; and more important, we are recognizing outstanding individuals, which in turn

will provide a source of inspiration for other FFA members to set goals for themselves and work harder to accomplish these goals. We national officers have been tremendously impressed with the manner in which some associations have held their public speaking and parliamentary procedure contests before the ENTIRE convention body. This practice has much the same effect as a proper award program; however, in addition to providing the right type of recognition and creating an incentive to be a good FFA member, it is priceless as a means of leadership training and development.

The third objective should be very easy, yet it is probably the most overlooked. The state convention program and proceedings should be a rich source of information about chapter activities and should give the members many ideas about what successful chapters are doing. Many states use excellent means of informing the members and chapters about what the state association, and even the national organization, is doing. We have observed states using excellent exhibits to tell about FFA activities. Others use very interesting and informative group discussion methods to exchange ideas. Really, it is amazing how so much of this information will get back to the local chapter and be effectively used by the members. The states that had outstanding and meaningful conventions made certain they supplied their chapters and members with useful information and ideas about the FFA.

We have been talking about the tangible objectives, those objectives that can be put down in black and white in a written convention program. We national officers believe that any state having a worthwhile FFA convention has the above three objectives clearly defined through its planned program and FFA activities for the members. We realize that no two states are alike in their size, facilities, membership and opportunities and, naturally, each state must adjust to its own particular situation. Unlimited attendance might be a wonderful thing in one state, while circumstances would not permit it in another. Having the convention meeting on a college campus would vary a great deal from one state to another; the same holds true if the meeting is held at a state camp, civic auditorium or at a large hotel. Each association will have its own ideas and should use them to the best advantage for the FFA, but the important fact is to consider the objectives of the state convention when planning and conducting the program.

During the past year, we national FFA officers have talked to thousands of FFA members, hundreds of state officers and advisors. We have observed many different kinds of FFA activities at state conventions and we feel that we did not visit one single state convention that was beyond improvement. Therefore, it is our sincere belief that now is the time for every state association to re-evaluate its convention.

It is tragic, indeed, when a state prides itself that it has not changed its program or proceedings once in twelve years. Yes, we have visited state conventions where more pride was taken in "who the state sweetheart was" than "who the State Star Farmer was." We have seen much greater emphasis on planning a fish fry on the lake, than seeing that the sessions were not too long and were worthwhile. Believe it or not, we observed the election of state officers slighted in order to give more time to hear the string bands play. We national officers believe the Future Farmers came into existence for the development of good Future Farmers, outstanding rural leaders and for training young men in the value and practice of cooperation when they become adult citizens of America. We firmly believe these things cannot be accomplished if the importance of the convention business session is not recognized, or the objective of the meeting is "choosing a sweetheart," or having a "bang up string band concert," or having that all important fish fry. We agree that all work and no play "makes Johnny a dull boy," but point out that it is too often overdone.

The state FFA convention can go a long way toward helping the Future Farmers of America accomplish its true purposes in a tremendous manner. This can only be done when "we put first things first." If we will plan the type of business sessions that are needed to fulfill the needs of the individual and the chapter, include a recognition award program in the right attitude and proper manner, and provide means to give good ideas and information to members, we will then have a solid foundation for the convention, regardless of its locality. We national officers feel that these are the necessary essentials of a convention that will wield a powerful hand in making the FFA better and stronger on the local, state and national levels. □

Is Your Leadership Showing?

BRUCE A. GAYLORD, Teacher Education, U. of Vermont

B. A. Gaylord

Perhaps one of the most difficult problems that faces professional leaders, including teachers, members of the clergy, school administrators and others, is the ability to delegate leadership responsibilities commensurate with the individual's capabilities and interests. For leadership does not operate in a vacuum, but must be associated with a group and must result from experience in order to be effective.

Each of us has his personal concept of leadership even though we may never have attempted to record it. As has been said, what we are and do in our daily life speaks so loudly that others can hardly hear what we are saying. Concepts of leadership may range from headship (dictatorship) to the concept of leadership as a process of influencing the activities of a group in the group's efforts toward a common goal.

Even lower animals exercise leadership. Research indicates that within a given flock of hens, a definite pecking order prevails at the feed hopper. Boss cows are present in every herd. However, these examples are purely dominance and submission—in short, dictatorship.

Governments down through history have risen and fallen, primarily due to the particular concept of leadership being exercised. Organizations

other than national governments existing in our own local communities also live or die depending upon the effectiveness and concept of leadership employed, for the success of any group depends chiefly upon the strength and type of its leadership.

In the FFA chapters and young farmer associations of the vocational agriculture program are found the ideal vehicles through which the professional leader (teacher of agriculture) can provide leadership training for rural youth and young men. But we should perhaps critically analyze and evaluate how effectively we have taken advantage of these organizations in training for leadership.

In the first place, a professional leader such as a teacher is in an awkward position because he is not a member of FFA or a young farmer association. And it is a recognized phenomenon that a leader must always be a *member* of the group in which he exerts leadership! Therefore, it behooves teachers to take advantage of every opportunity to delegate responsibilities to leaders of these organizations who, in turn, are in a position to exercise leadership with group members and to further delegate responsibility.

At times we may be guilty of ignoring the democratic process which allows leadership to flourish in favor of the more expedient process of dictation to organizations with which we are actually affiliated only in an advisory capacity.

We should consider our past record in leadership training in the framework of these questions:
Do—

1. I *always* provide opportunities for members to learn, practice and exercise leadership skills?
2. I *always* help the nominating committee to gain an understanding of the requirements of the positions for which they are seeking candidates?
3. I *always* allow leaders and groups to make the decisions they are expected to make?
4. I *always* encourage leaders to share their responsibilities with other group members?
5. I really enjoy seeing people develop their leadership abilities?
6. I *always* demonstrate democratic leadership procedures when I am the leader?

If we can look ourselves in the eye and answer these questions unflinchingly in the affirmative, we are probably qualified professional leaders. For the power of a professional leader is measured by the degree to which he can get others to see what activities are essential for the welfare of the organization and that these activities are undertaken voluntarily under the leadership of the group.

It is not the function of a teacher to act as a leader of the group because this defeats the very objective of leadership training, for in effect he has through superior ability and prestige of his position failed to recognize the importance of leaders in the group and has usurped all the functions of leadership himself. The result —leadership within the group has been weakened rather than strengthened!

There is hardly an individual in any organization who does not possess leadership traits which could be utilized in some specific area. To be specific, the boy who enjoys playing the harmonica; the "cut-up" in the group; the quiet fellow in the corner—these individuals have leadership potentials which, if harnessed, can provide a wealth of stimulating leadership for the organization. But it is necessary for all professional leaders to observe and learn what makes these personalities "tick," to learn what motivates these young people in order to direct their talents toward the goals of the group and allow their ego and other basic drives an opportunity to be exercised. In other words, *usefulness,* rather than leadership, should perhaps be the motivation in training potential leaders. And once a leadership quality has been identified in an individual, it is likely that experience in small roles will instill sufficient confidence for the individual to assume more important leadership roles in the organization.

It has been said that "leaders beget leaders," and that a bona fide leader is one who develops leadership in others to the degree that the organization could continue without him.

Walk by the open door of a classroom of students when no teacher is present, or leave your own classroom of students and observe the result. Are not student reactions at this time a barometer of the degree to which professional leaders in the school have provided real leadership training? "Police" action can be kept at a minimum in an organization if the *members* are allowed to carry out leadership functions.

Theoretically, with the proper distribution and integration of leadership responsibilities within a classroom, an FFA chapter, a young farmer association, or a student council organization should be able to continue independently of the professional leader.

However, it calls for a strong personality on the part of the real professional leader because his role is to operate as a "ghost" in the background and feel sincerely compensated when his efforts are reflected in the success of those who are in the limelight of leadership.

Perhaps one of the greatest compliments that can be given to a professional leader is to be accused of being lazy, even though the organization is functioning in a happy, goal centered, and effective manner! Why the accusation? An effective "ghost" is operating, but from all indications he is outwardly doing very little.

The result of effective leadership training is reflected in consistent organizational existence rather than a series of revolutions accompanying each change of professional leadership.

How can teachers of agriculture accomplish this?

1. Observe members in the group to identify their particular leadership talents and design means to cultivate them.
2. Relinquish leadership responsibility of a minor nature as a starter, commensurate with the talent identified.
3. Increase leadership responsibilities of each member through developed leaders in the group.
4. Instill in the leaders their responsibility to the members.
5. Resign yourself to playing a very inconspicuous role.
6. Evaluate your efforts by observing the effectiveness of the group leaders in accomplishing group goals.

At your next FFA meeting, or young farmer meeting, observe the personalities in action. What is the present "pecking order" in the organization? As humans we are all unhappy if we feel that we are not being recognized—it's part of the fuel that regulates our daily activities. Our challenge is to curb this and govern it to the point that we allow leadership to develop in the organizations for which we as professional leaders are responsible. □

Parent-Son Banquet— A New Experience

W. S. COE, Vo-Ag Teacher, Sevierville, Tennessee

W. S. Coe

For a good many years we have been holding an annual FFA Parent-Son banquet at the Sevier County High School featuring whatever seemed most promising at the time. This year it was different. Read on and I'll tell you why we think so.

Our county includes a wide range in elevation, topography, soils, industry and people. It includes a generous portion of the Smoky Mountain National Park and the now famous summer resort town of Gatlinburg with all the crafts and special industries which have grown up with it. For the first time we tried to feature these natural advantages which literally support our door steps and make them a part of our human operations. We named the theme "Home Ties."

To plan and carry out the theme we had some help from the University of Tennessee in the person of Dr. A. J. Paulus, Professor and Subject Matter Specialist, Department of Agricultural Education, who helped us to see the possibilities, lay the plan and assemble the materials for the program.

After a buffet style supper for 350, the FFA officers formally opened the meeting. First, the president called on Dr. Paulus for some brief remarks on the nature and charm of our physical surroundings. He in turn called on an FFA boy to give a special poem which combined the physical and social factors under the title "Home Ties." The president next called on the M. C. to refresh the group on how we operate as a community. This he did by calling on from one to three boys or girls for an appropriate poem on each of ten phases of living, namely:

1. We have our family ties
2. We are always glad to see spring arrive
3. We take our schools seriously
4. We respect each other
5. We each have a goal
6. We have learned to work together
7. We enjoy ourselves and each other
8. We are all growing older together
9. We strive to live our religion
10. We realize our imperfections

The setting was the school cafeteria with four long tables and the speakers' stand, with mike, at one end. All participants were seated close to the mike and used it when called by their M. C. Twenty boys and two girls stepped up to the mike and every one was rewarded with a "big hand." Some must have been quite surprised with their own talent when given the opportunity. The program included the usual introductions, recognitions, and awards but we shall not dwell on that here.

Space will permit but a few excerpts from the poems used.

He climbed the county courthouse dome
To cast his eyes around
And learn what all was happening
Within his sight and sound.
Before him lay the fields and trees
On valley, ridge and hill,
From here and there white smoke clouds rose—
He heard the hum of mill.

Straining his eyes a little more
To west and north of west
He saw the great Alcoa plant—
Beyond it the Oak Ridge crest.
Then turning back to east and south
He felt much more at home
With Charlie's Bunion, Thunder Head
And stately Clingsman's Dome.

One may wonder what lies behind
That Smoky Mountain power
Which fondles friend and foe alike
Beneath its leafy bower.
'Tis only those who've tasted care
And trod the hills alone
Who'll ever know that magic thrill
In every blessed bone.

A. J. P.

• • • • •

It takes a heap of living
In a place to make it home
A heap of sun and shadow
And you sometimes have to roam
Before you really appreciate
the things you've left behind
And hunger for them somehow
with them always on your mind.

You have to love each brick and stone
from cellar up to dome
It takes a heap of living
in a place to make it home.

Guest

• • • • •

King winter raw caught in the thaw
Filling creek and rill
Summer calling, need for sprawling
Must shake off that chill.

Grasses popping, cattle cropping
Fishing by the mill
Insects whirling, snakes uncurling
Nothing staying still.

New life bursting, ambish worsting
Days just come and go.
April showers bring May flowers
One more lawn to mow.

A. J. P.

• • • • •

Men have always followed stars
That fell beyond their reach.
There are millions of stars high in the sky
And a special star for each.

For a longing comes to every heart
To follow his clear cut star.
When he sees his name on a star of fame
He's willing to follow it far.

McCarty

• • • • •

So be it high school, class or teamwork,
Be it office, home, or town,
We must learn to work together
Or we'll have to shut her down.

(Contributed)

• • • • •

The time to be happy is now
The place to be happy is here
The way to be happy is to make others happy
And never let self interfere.

Ohio Future Farmer

• • • • •

If you can smile when things go wrong and say it doesn't matter,
If you can laugh off care and woe and troubles make you fatter,
If you can keep a cheerful face when all around you are blue,
Then get your head examined, friend, there's something wrong with you.

Tales for Salesmen

• • • • •

"Slow me down, Lawd. Ah's a goin' too fast;

Ah can't see mah brother when
he's walkin' past;
Slow me down, Lawd, Ah wants to see
More o' the things that's good for me:
Slow me down, Lawd, so I can talk
With some o' your angels, slow
me down to a walk."

Capricorn

• • • • •

Oh, God, when we are wrong
make us easy to change.
When we are right,
make us easy to live with.

Unknown

• • • • •

When you get to heaven,
you will likely view
Many folks whose presence
will be a shock to you.
But keep very quiet,
do not even stare;
Doubtless there'll be many folks
Surprised to see you there.

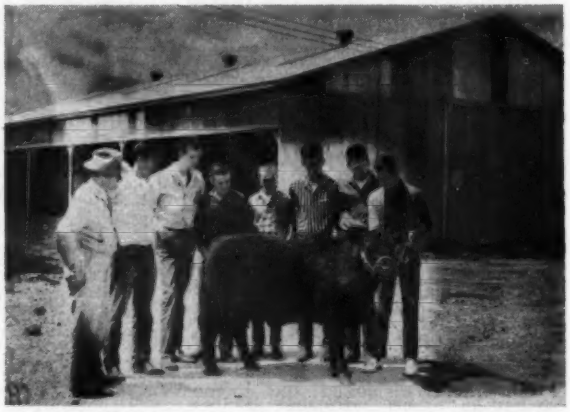
Parent and Son banquets at Sevier County High School have been very popular and attended by large numbers of parents and friends of FFA for the past fourteen years. It is a cooperative activity in which every FFA boy and usually two student teachers from the University of Tennessee take pride and try hard to make successful. The Junior and Senior vocational agriculture boys are responsible for the preparation and serving of the food. Representatives from the various classes and our two FFA Sweethearts were on the program this year.

The first year vocational agriculture boys are always on the "clean-up" committee. This year our chapter served a *beef barbecue* banquet to 350 people at a total cost of $210, or 60 cents per person.

Parents come to see their boys perform, enjoy a good meal, and to become better acquainted with the Future Farmers of America, their school and its faculty. □

Building a Program of Work

GENE FOSTER, Teacher of Vocational Agriculture,
Whitesboro, Texas



Proper equipment is needed in an FFA program. Shown here is the FFA barn used by the Whitesboro Chapter to carry out a big part of its program. Some 150,000 lbs. of feed have been bought and sold cooperatively through the barn this year. Also, members in town have their projects here and local shows are held here each year.

Ever stop to think how important the program of work is to your local FFA Chapter? If you have, I think you will agree that the program of work is the basis for accomplishments that you and your chapter might do during the year. It is so important that it becomes the only way to fulfill the 12 purposes for which the FFA was founded. In addition, your program of work is the foundation on which the other essentials of a good chapter are built as it demands "Capable Officers and Leaders"; will provide "Adequate Financing"; have "Proper Records and Equipment"; develop "Interested Members"; create a "Knowledge of the FFA on the Part of Every Member"; and will give evidence of "Responsibility Shared by All the Members." Without a "Challenging Program of Work" properly worked through with high goals, will it be possible to realize these essentials and to fulfill the "Purposes" for which FFA was founded?

To build this challenging program in your chapter requires much thought and planning on the part of the FFA officers, members and chapter advisor. We must first decide whom the program of work is to serve. Let's begin our thinking for your chapter program with this point.

The program of work must serve the individual member, the chapter, the school and the community where the chapter is located, as each of these have definite needs which must be met in the chapter program.

We must recognize that the individual member needs recognition, opportunities to develop self confidence and dependability. He needs a challenge and above all he must be accepted into the community in which he lives.

The school has definite needs which must be met in that understanding of what your chapter is doing, and how it relates to the school program, is very important to the success of your program. School needs for you to consider include faculty understanding, cooperation between departments, landscaping and shrubbery care, repair of school year equipment if it contributes to the skill of the boy, and interpretation of the school program in rural areas. Your superintendent can add others to this list, I am sure.

The chapter has needs which will give it responsibility in the community. The jobs here should point out to the boy a need for service and that the chapter must have recognition, finances, equipment and acceptance by adults if it is to do a good job. Your community program must provide for this.

Community needs vary in every community and in each FFA Department but, in general, better livestock and poultry are needed, improved animal and human health, rodent control programs, livestock shows and fairs, soil and water conservation programs that provide for pasture improvement, forest improvement, and proper irrigation, to name a few.

Where do we start our program of work? I like to start by having my FFA officers in a training session each summer where we go over the background materials that make an FFA chapter program work. We go over the needs as listed above and discuss them in a round-robin session of the officers. We usually set down on a survey form a list of the needs that will fall within the various

Author shown with FFA officers in 1953-54 school year. A "Challenging Program Will Demand 'Capable Officers and Leaders.'" Of this group, five received State FFA Degrees, two have received degrees in college, two are seniors graduating this spring and the other two boys are established in business in the community.

Chapter recognition. Members shown at the FFA Monument with advisor. The monument creates a good public relations medium for boys to present to their community. It gives them a feeling of belonging to their community, which is important in directing the lives of young men.

divisions of the program of work. We review old programs, check state and national programs and may even visit other departments to get ideas. We then get ready for school to start when all members will be assigned to one of the program of work committees. I am a believer in letting every boy, regardless of how much he might contribute, be a part of planning the program of work. Officers then review the program, as planned by the various committees, in executive session with additions or deletions being made. Our goals are reviewed so that they continually offer a challenge.

After the program has been completed, officers, who serve as committee chairmen of the various parts of the program, are given a copy of their part. If charts are needed in various sections, members construct these charts. We hold officer meetings to run checks on progress of the various committees. Reports in FFA meetings are made from time to time to keep the chapter informed of the progress of the program of work.

Once a good program has been established, many items automatically fall into place from year to year with results being that your chapter contributes to the enrichment of the individual member to make of him the kind of citizen your community is proud to call a product of your FFA department. Are you meeting the challenge of developing your members in your community? □

Note: This material is available in film strip form from the Colonial Film Company of Atlanta, Georgia.

Making the FFA Contribute

To the Teaching of Vocational Agriculture —Philosophy Regarding Selection, Design, and Handling of FFA Activities Must Be Sound

HAROLD BINKLEY, Teacher Education, University of Kentucky

Harold Binkley

If the FFA is to make its greatest contribution to the teaching of vocational agriculture, it must influence supervised farming programs of the students. This being a fact, where shall we begin?

The starting point, for a particular department of agriculture, should be the *course of study*. The learners and their needs are a central factor in course building. FFA activities can be set up on a sound basis, can be made easier, and can be made more permanent when they take their "cue" from *sound agriculture* as set up in the *course of study*.

What do teachers of agriculture want the FFA activities to help them do? Basically, they want the activities to motivate—to cause the students to do certain things that they would not otherwise do. When students are motivated, on a sound basis, to improve their farming programs, the stage is set for the FFA activities to make a contribution to the teaching of vocational agriculture.

Motivation is one of the most necessary general conditions of good learning. It is essential to effective teaching. Among the factors which cause boys (and perhaps young farmers) to have limited farming programs and to do a poor job with them is lack of motivation. The best motive for having a good farming program is a strong desire by the student for what it will do for him. The student's success in learning—in performance, as well as recognition—affects his motivation, keeps him developing. Recognition motivates.

Psychology of Recognition

How does recognition affect people? People want to compete, to excel, to display special talents, and to receive recognition. Why? For the approval of their fellows and those they admire or think well of. People desire and seek recognition, day after day, in one form or another. This is, or should be, a recognized force in education. Teachers of agriculture should gear their thinking more closely to this force.

Learning results from self-activity. It is possible to *increase the kind, amount, and quality of activity*—to cause students to be more conscious of the activity they engage in, through providing some forms of recognition. Unless the recognition gives emphasis to doing things better—doing things an improved way—it might better be left alone.

Philosophy of Recognition

What philosophy should teachers have in regard to providing recognition? Recognition should motivate the development of abilities, the securing of knowledge, and the acquiring of attitudes as set up in the course of study. It should be geared so as to motivate the development and carrying out of sound programs of supervised farming.

Awards, contests, fairs, shows, sales, and the like should be designed so as to make possible receiving recognition by several students. Perhaps, all *those who excel* should be recognized, in one way or another. But there is no place for recognizing the best when the best is poor. Studies indicate that more moderate awards given frequently to individuals (or groups) are superior to a few large awards. Recognition should be designed so that it will contribute to the desired training. The primary concern of the teacher should be to teach.

Recognition at the Local Level

Providing recognition at the local level through awards, contests, fairs, and the like is basic. This is where the boys are and this is where the teacher will get the most interest and the most activity which may be used to motivate good supervised farming. Teachers, by and large, have depended too much on district and state events to motivate improvement in supervised farming. There is a place for district and state FFA activities, but the greatest potential for participation (for motivation) is on the local level.

Selection, Design, and Handling of Activities

The selection, design, and handling of activities is of utmost importance. These things determine the kind, amount, and quality of motivation. Too often they have been overlooked. Here are six enterprises which are included in a given department's four-year course of study.

Crops	*Livestock*
Tobacco	Dairy
Corn	Beef
Hay	Sheep

A considerable amount of time is devoted to these six major enterprises, important in the community. Of course, many other things are included in the four years, such as: Supervised Farming, Soils in Relation to Crops, Soils (as such in a later year), Pasture, Farm Management, Farm Mechanics, and FFA. The enterprises are singled out here because they make up the major part of the farming programs of the boys.

Selection.—What are some possibilities for recognizing boys in this department who excel in these enterprises? Production contests or awards can be set up in each of these enterprises to motivate increased scope and production in projects. The teacher should guide his chapter to set up awards in these enterprises and use the awards to motivate a large number of boys to improve their farming programs.

Design.—Each contest or award should be designed so that all students who excel may receive recognition. Take a corn-production contest, for example. All boys who grow above a given number of acres of corn and who produce above a certain number of bushels per acre (say 100) should receive recognition. This contest, so designed, might provide recognition for seven to ten boys out of thirty who have corn projects. Thus the contest might well motivate 15 to 20 boys to do a better job with their projects, as compared with motivating only two or three if only the best is recognized. Recognition can be set up in the other enterprises in a similar manner. The department can still select the boy with the best project, in each enterprise, to represent the chapter in district or state contests. In fact, the chances of having an excellent entry may be increased several times because of the number of boys motivated.

Handling an activity.—The teacher must be clear on how he will handle a given activity from the beginning to the end if it is to produce the most motivation on a sound basis. Here are three important things for the teacher to keep in mind:

1. Each contestant should have full knowledge of the requirements of the activity prior to the start of the event.
2. Each contestant should know at the start the promised consequences—what the awards (or recognition) will be.
3. The manner of selecting those to be recognized must be valid, objective, and fair.

County Fairs and FFA Shows

The classes and divisions in the local and county fairs should be set up to promote sound agriculture and to give recognition to doing a good job in it. As long as there are FFA classes for hogs, poultry, or baby beeves, and the like in the county fair which are not agriculturally sound for the community, the teacher, whether he knows it or not, will be encouraging boys to have these in their farming programs.

Classes in the FFA division of the county fair should be set up on a sound basis. When they are, the teacher can use them to motivate teaching before, during, and following the fair. The teacher who has his purposes clearly in mind, will be able to motivate, *before the fair*: (1) selection of animals, (2) feeding of animals, (3) grooming of animals, and (4) fitting and showing animals.

At the fair he will be able to motivate his boys by guiding them to: (1) compare animals, (2) compare feeding of animals, (3) compare fitting, grooming, and showing of animals.

After the fair the teacher can guide his students to evaluate their participation and results and to plan improvements for next year from the standpoint of: (1) selecting better animals, (2) improved feeding, and (3) improvement in fitting, grooming, and showing animals.

In Summary

The six basic questions the teacher should ask himself when deciding whether or not to sponsor (or have sponsored) a particular activity through which recognition is to be provided are:

1. Will the activity be educationally worthwhile?
2. Can enough students be involved to justify it?
3. Will the activity motivate the building of interest and attitudes on a sound basis?
4. Can it be designed to aid in motivating the carrying out of significant improved practices?
5. Can it be designed to give recognition to all who excel?

6. Will I, the teacher, give proper supervision to the activity?

Activities selected after seriously considering these six questions and the teacher and the students being clear at the start on the three points named earlier, should increase motivation to a marked degree.

Teachers should have a unity in their thinking on the purpose of awards, contests, shows, and sales. They should exercise leadership in changing their selection and design so that recognition is given to performance—to production in animals and crops—to producing more of a better product at less cost.

FFA awards, contests, fairs, shows, sales, and standards must be geared to give recognition to quality performance in productive agriculture on a sound basis. To the extent they do (and to that extent only), the activities will contribute to the teaching of vocational agriculture. □

How Effective Is Your Instruction in Farm Record Keeping?

(Highly—Fairly—Least—or—Ineffective)

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Benjamin F. Hall

Through the years teachers of vocational agriculture have experienced difficulty in getting over to farming people the fact that record keeping is very essential. Records are of no value in themselves. They are required for the information they reveal that will prove useful in future efforts and plans.

No one would question the necessity of requiring a student of vocational agriculture to keep records on his farming program. They will enable him to understand the results of his work, and they provide a basis for measuring the success achieved in supervised farming.

Many teachers and others in the field of vocational agriculture agree that record keeping for programs of supervised farming is, in general, very unsatisfactory. Some persons have pointed out that this phase is performed less efficiently than any other part of the entire program of vocational agriculture.[1]

In seeking to improve the supervised farming records of his students, every instructor should carefully scrutinize his methods of instruction as they relate to keeping records and interpreting and using the results. According to Deyoe[2] there are several areas where improvements are frequently possible. They are in:

1. Motivating and interesting students in records.
2. Developing a satisfactory system of records.
3. Providing definite instruction in keeping, summarizing and analyzing records.

An attempt was made to discover the opinions of the students concerning the effectiveness of the instruction in record keeping in a master's thesis study completed at The Agricultural and Technical College[3] recently. This phase of study was limited to all-day students enrolled in vocational agriculture in nine counties of Eastern North Carolina during the 1957-58 school year. One hundred and thirty-three all-day boys of junior and senior classification were included in this study.

Motivating and Interesting Students

Eighty-five percent of the students reported that the teacher discussed the value of record keeping and showed some evidence of their use in the long time improvement of supervised farming programs. Furthermore, 53 percent of the students rated this activity "highly effective" while 44 percent rated it "fairly effective." Seventy-five percent of the students reported the activity, "Teachers showed examples of well kept records and summaries of records for previous years." Although only 33 percent rated this activity "highly effective," 63 percent rated it "fairly effective." It is significant to note that only 37 percent of the students reported that teachers carried students to visit farmers who were keeping good records. Forty percent reported this activity "highly effective," and 50 percent rated it "fairly effective."

Organized Instruction

There were twelve activities investigated related to record keeping and only one was reported by 82.9 percent of the students. This activity was as follows:

Teacher gave instruction on developing standards and producing goals in terms of labor, quality, yield and scope.

Less than 50 percent of the students reported the following activities:

Teacher invites former students to come in and discuss different phases of record keeping.

Teachers gave instruction on transferring data from dairy or other sources to the record book.

Two of the twelve activities were reported "highly effective" by more than 50 percent of the students. They were as follows:

Teacher gave instruction on making project budgets and estimates.

Teacher required the class to study and discuss the kinds of records and their essential features before the account books are introduced.

Only one activity was reported "highly effective" by less than 30 percent of the students interviewed. This activity was:

[1]Deyoe, George P., *Supervised Farming in Vocational Agriculture*. Danville, Illinois, The Interstate Printing Company, 1947, p. 250.

[2]Ibid.

[3]Benjamin F. Hall, Jr. A study of instruction in farm record keeping conducted by teachers of vocational agriculture in nine Eastern North Carolina counties. Unpublished M.S. Thesis. Greensboro, North Carolina. The Agricultural and Technical College Library, 1960.

Teacher gave instruction on transferring data from diary or other sources to record book.

Planning a Satisfactory Record System

Fifty-four percent of the students reported that the teacher encouraged the class to work out forms and procedures for cost accounts, production records and other records. This activity was rated, "highly effective" by 37 percent of the students, "fairly effective" by 39 percent, and "least effective" by 20 percent. The following activities were reported by less than 50 percent of the students:

Teacher encouraged the class to plan special kinds of records desired in addition to the standardized types available.

Teacher used conference periods in school to discuss record keeping with students.

These activities were rated "highly effective" by 23 and 43 percent, respectively.

On-Farm Instruction

The percentage of students reporting each activity ranged from 23 to 40 percent. Two-fifths of the students reported that the teacher inspected the record books and gave suggestions for improving them during on-the-farm visits. Fifty percent reported that the activity was "highly effective" and 29 percent reported that it was "fairly effective." The data seem to indicate that a majority of the students were not aware of the efforts of the teacher to conduct on-the-farm instruction in record keeping. This was shown by the fluctuations in the degrees of effectiveness.

Teaching Aids and Devices

Of the twenty-five teaching aids and devices investigated, thirteen were reported by more than 50 percent of the students. These teaching aids and devices are as follows:

1. Bulletin board, 2. Chalk board, 3. Charts, 4. Film strips, 5. Film strip projector, 6. Human resources, 7. Illustrations, 8. Motion pictures, 9. Motion picture projector, 10. Posters, 11. Slides, 12. Slide projector, 13. Still pictures. Five of the 25 teaching aids and devices used by teachers of vocational agriculture were reported by less than 30 percent of the students. They are as follows: 1. Cartoons, 2. Felt boards, 3. Graphs, 4. Record players, 5. Stereoscope. Only one teaching aid was reported "highly effective" by 50 percent or more of the students. This teaching aid or device was the chalk board. However, fourteen of the teaching aids and devices were reported "highly effective" by 40 percent or more of the students. They were: 1. Bulletin board, 2. Chalk board, 3. Exhibits, 4. Felt boards, 5. Film strip projector, 10. Stereoscope, 11. Slides, 12. Slide projector, 13. Still pictures, 14. Television. Only four teaching aids and devices were reported "least effective" by 15 percent or more of the students. They were displays, film strips, felt boards and records. □

Three Groups of Educators Express Their Opinions and Judgments About—

Safe Tractor Operation and Maintenance Programs*

BENTON K. BRISTOL, Teacher Education, Pennsylvania State U.

Benton K. Bristol

Twenty - six randomly selected teachers of vocational agriculture were asked to respond to thirty-six statements concerning "A Concept of the Nature and Extent of the Responsibility of Teachers for Safe Tractor Operation and Maintenance Programs of Education in Vocational Agriculture." Twenty-six of their administrators (one from each school) were asked to respond to the same statments. Twenty-two area supervisors of agricultural education (representing all of the schools involved) also were asked for their opinions and judgments.

The following aspects of safe tractor operation and maintenance were included in the schedule used: "philosophy of," "need for," "school policies affecting," "teacher adequacy," and "methods to be used." The symbols used to indicate each person's opinions were: SA—strongly agree; A—agree; U—undecided; D—disagree; and SD—strongly disagree. The symbols used to designate groups were: T—teachers, A—administrators, and S—supervisors.

Statements and the responses received from the three groups of educators follow:

As might have been expected, administrators made more checks of "uncertain" (14%) than teachers (9%) and supervisors (7%).

Individuals of all three groups tended to agree or strongly agree with the following numbered statements: 5, 6, 11, 12, 14, 15, 16, 18, 19, 21, 23, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, and 36. They tended to disagree or strongly disagree with the following numbered statements: 1b, 3, 4, 7, 9, 13, 17, 24, and 30. Over fifty percent of the individuals of each group "voted together" on the above statements.

Teachers and supervisors tended to disagree or strongly disagree with statement number 10. Administrators and supervisors tended to disagree or strongly disagree with the following numbered statements: 1d and 1e.

Over fifty percent of the teachers agreed or strongly agreed with statement number 8. A similar percentage disagreed or strongly disagreed with statement number 20.

Over fifty percent of the super-

*Based on information obtained from the descriptive phase of author's doctoral thesis, "The Comparative Effectiveness of Two Patterns of Teaching Safe Tractor Operation and Maintenance to High School Students of Vocational Agriculture," June 1959, The Pennsylvania State University.

Statement	*Group*	*SA*	*A*	*U*	*D*	*SD*	*Total*
1. Teachers in the schools of today are failing to provide for effective instruction of high school students in the area of safe tractor operation and maintenance because:							
a. There are limited facilities at their schools for doing this work.	T	2	10	2	9	3	26
	A	2	8	4	9	3	26
	S		12	1	6	3	22
b. It is difficult for them to obtain such essential helps as operators' manuals.	T		7	2	12	5	26
	A		3	9	11	3	26
	S		5		12	5	22
c. They lack confidence in teaching this unit.	T	1	11	1	11	2	26
	A		5	1	12	8	26
	S	2	10		8	2	22
d. Parent-student cooperation is lacking.	T	2	7	5	11	1	26
	A	1	6	3	12	4	26
	S		5	1	14	2	22
e. Transportation to and from the farm is difficult.	T	3	7	4	12		26
	A		5	5	12	4	26
	S		9		13		22
f. Present record forms available to them are inadequate.	T	1	6	9	8	2	26
	A		3	10	11	2	26
	S	2	5	4	10	1	22
2. Teachers in the schools today are providing for effective instruction in the area of safe tractor operation and maintenance.	T	1	10	6	9		26
	A	4	8	8	6		26
	S	2	8	2	9	1	22
3. Other agencies, such as ag. extension and farm equip. dealers, are in a better position to meet the educational needs of high school students in safe tractor op. and maint. than is voc. agriculture.	T	1	2	2	12	9	26
	A		2	5	13	6	26
	S	2			12	8	22
4. High school students, in general, will learn all they need to know about safe tractor op. and maint. from their fathers.	T			1	12	13	26
	A			1	11	14	26
	S	2			13	7	22
5. An effective safe tractor op. and maint. program in the high school makes for more effective public relations.	T	9	17				26
	A	9	16			1	26
	S	13	9				22
6. Working in this area of farm mech. can give a teacher a sense of accomplishment and a feeling of real satisfaction.	T	11	14	1			26
	A	5	19	2			26
	S	9	13				22
7. A teacher should concentrate his efforts to bring about farm mech. practice changes in the community on work with adults because high school students have little to say about the operation of the farm anyway.	T		5	1	17	3	26
	A	1	3	4	15	3	26
	S		2		18	2	22
8. A teacher should concentrate his efforts to bring about farm mech. practice changes in the community on work with high school students because adults have "set" ways which they are reluctant to give up.	T	1	13	9	3		26
	A	2	10	5	8	1	26
	S		10	2	10		22
9. It is hardly fair to pupils who do not have access to tractors for a teacher to spend much of his time teaching safe tractor op. and maint.	T		2	1	15	8	26
	A		1	3	16	6	26
	S		1	1	18	2	22
10. Most school patrons in rural communities feel there are many more important subjects for the teacher of voc. agriculture to stress than safe tractor op. and maint.	T		1	5	20		26
	A	5	7	4	10		26
	S		1	3	15	3	22
11. Rapid farm mechanization has greatly increased the need for training in safe tractor op. and maint.	T	17	9				26
	A	16	10				26
	S	19	3				22
12. The public views the schools as the most effective means for improving society in general, which includes the most effective utilization of farm tractors.	T	12	10	4			26
	A	3	17	5	1		26
	S	3	12	7			22
13. Qualified special instructors, who would work in such areas as safe tractor op. and maint. should be added to the school staff, rather than asking regularly employed voc. ag. teachers to assume such responsibilities.	T	1		5	14	6	26
	A		2	6	12	6	26
	S	1		3	15	3	22
14. Generally speaking, the teacher of voc. agriculture has much more influence with a young man while he is enrolled in high school than after he is graduated.	T	3	15	4	3	1	26
	A	9	12	5			26
	S	1	13	4	4		22
15. Before starting to teach safe tractor op. and maint. the teacher should contact parents who use tractors in their farming operations and enlist their cooperation in providing educational experiences for their sons.	T	6	17	1	2		26
	A	8	16	2			26
	S	7	11	2	2		22
16. It is the responsibility of the rural public schools to provide opportunities for all students who need, desire, and can profit from training in safe tractor op. and maint.	T	9	16	1			26
	A	6	19	1			26
	S	5	15	2			22
17. Young men in high school do not readily seek, nor do they willingly accept, direction and guidance in safe tractor op. and maint.	T		5	2	16	3	26
	A		3	4	16	3	26
	S	3			12	7	22
18. Programs of instruction for high school students are most effective when provision is made for personal on-the-farm instruction by the teacher of vocational agriculture.	T	9	17				26
	A	4	18	3	1		26
	S	10	12				22
19. The teacher should encourage students living on farms where tractors are used to include safe tractor op. and maint. improvement projects in their farming programs.	T	8	17			1	26
	A	9	16	1			26
	S	14	8				22
20. The average high school teacher of vocational agriculture recognizes he does not possess the required skills and training for teaching safe tractor op. and maint.	T	1	3	3	15	4	26
	A	1	3	9	10	3	26
	S		8	4	10		22
21. Teachers should require students who have safe tractor operation and maintenance projects to use the forms prepared and recommended by The Department of Agricultural Education, The Pennsylvania State University.	T	4	17	4	1		26
	A	1	14	9	2		26
	S	4	13	3	2		22

22. A teacher actually can serve his students more effectively in this area of farm mechanics by serving as the "arranger" for a series of class meetings presented by local machinery dealers than he can by giving the instruction himself.	T		9	7	10		26
	A		4	11	10	1	26
	S		3	5	13	1	22
23. The local teacher of vocational agriculture has experience, training, and skills which make him particularly fitted for lending assistance to high school students in the business of mechanized farming.	T	6	17	2	1		26
	A	5	18	2	1		26
	S	1	15	5	1		22
24. The public is prone to be critical of the school system where the teacher of vocational agriculture is seen out on the farms often, rather than at the school where teachers traditionally belong during school hours.	T		3	5	14	4	26
	A	1	6	4	13	2	26
	S		4	3	13	2	22
25. Teachers should see that the department has up-to-date reference materials and appropriate tractor operators' manuals on file.	T	7	19				26
	A	10	15	1			26
	S	15	7				22
26. The teacher should furnish justification for the study of safe tractor op. and maint. by his high school students.	T	5	18		2	1	26
	A	6	16	1	3		26
	S	2	19	1			22
27. The teacher should have his students list the safe tractor op. and maint. skills they hope to acquire as a result of the instruction.	T	4	20	1	1		26
	A	4	14	5	3		26
	S	4	16	1	1		22
28. The teacher should have a written plan or guide for each safe tractor op. and maint. job he teaches.	T	8	17	1			26
	A	9	14	3			26
	S	9	13				22
29. The teacher should make use of his students' past experiences, be guided by what they want to know, and help them to find out for themselves what the key problems of safe tractor op. and maint. are.	T	9	15	1	1		26
	A	8	16	1	1		26
	S	6	14		2		22
30. It will not be necessary for the teacher to visit boys on their farms if he makes proper use of the classroom and school farm shop to teach safe tractor op. and maint.	T			3	20	3	26
	A		1	3	18	4	26
	S	2		2	12	6	22
31. The teacher should make use of home farms, machinery dealers, and other community resources in teaching safe tractor op. and maint.	T	6	19	1			26
	A	12	13	1			26
	S	11	11				22
32. Teachers should encourage students to assemble references concerning safe tractor op. and maint. for their home libraries.	T	7	19				26
	A	7	17	2			26
	S	6	15	1			22
33. Teachers should encourage students to have the necessary tools in their home farm shops for doing essential maintenance jobs.	T	9	17				26
	A	8	18				26
	S	13	9				22
34. Teachers should encourage students to establish home farm shops.	T	12	14				26
	A	9	17				26
	S	18	4				22
35. Teachers should see to it that the school farm shop has the necessary tools for doing essential safe tractor op. and maint. jobs.	T	10	16				26
	A	9	16		1		26
	S	17	5				22
36. The teacher should be able to teach certain desirable attitudes and ideals as the subject of safe tractor op. and maint. is considered.	T	7	19				26
	A	14	11	1			26
	S	10	11	1			22

visors agreed or strongly agreed with statement number 1c. On the other hand, over fifty percent of the administrators disagreed or strongly disagreed with this statement.

Over fifty percent of the supervisors disagreed or strongly disagreed with statement number 22.

Results obtained from the following numbered statements appeared to be rather inconclusive: 1a, 1f, and 2. Statements 1f and 2 had relatively large numbers of "uncertain" checks from teacher and administrator groups. □

The Challenge to Student Teachers Through Participation in—

The National Conference of Student Teachers

REX DENHAM and JIM BLASER, Student Teachers, Oklahoma State University

Rex Denham

Jim Blaser

What experiences solidify a student's conviction that he really does want to develop into a successful professional educator in agriculture? Certainly many experiences occurring over a number of years must be included in any attempt to identify such experimental factors.

For a group of student teachers gathered at Kansas City in October of this year, a number of experiences pointed out clearly the challenges which can face those entering the field of agricultural education. Observing sessions of the National FFA Convention and activities at the American Royal as well as participation in the National Student Teachers Conference all emphasized a realization that, as student teachers, we were on the threshold of a most interesting, challenging and rewarding life's work. First and perhaps foremost is the knowledge that as a worker in vocational agriculture you will be serving with a group of tremendous scope. Until you have attended the National Convention of the FFA you cannot imagine the scope of such an event. There you see high school boys with

FFA jackets from every state of the nation. This alone is very impressive to the student teacher. You realize then that high school boys, boys such as those with whom you will soon be working, are to be commended for their excellent responses and fine behavior while in Kansas City. One becomes quickly aware of the tremendous contribution which local teachers of vocational agriculture across the nation make in the area of guidance and leadership development for thousands of boys and young men each year.

The Star Farmer ceremony was certainly one of the most impressive that anyone interested in agriculture and rural youth will ever attend. As these four boys received their degrees, accompanied by their parents and vocational agriculture teachers, one's heart jumped into his throat at the thought of how proud he would have been to have received such an honor and to have had his parents and vocational agriculture teacher nationally recognized for their guidance and counsel through the years. And then comes the realization that in the years ahead as a teacher he will have the privilege and responsibility of developing to the fullest the potential of many farm boys. Yes, someday, the student teacher promises himself, he will come to the National Convention to stand beside a Star Farmer, one of his own students.

Each student teacher must be also very impressed with the leadership and speaking ability displayed by the National FFA officers and delegates. It tends to make us both proud and humble to think that perhaps we are so soon to have a part counseling and advising an organization which offers such opportunities for leadership development.

Twenty-six student teachers and three professors of Agricultural Education from Oklahoma State University were participants in the activities of the National Convention of Student Teachers and the National FFA Convention at Kansas City. Participation in this event was considered a most worthwhile part of the training and teacher preparation program.

This past year those in attendance at the Student Teachers' Conference had the pleasure of hearing Jim Thomas, National FFA President, speak on the responsibility of vocational agriculture teachers as local FFA Chapter advisors. We also heard other outstanding speakers and teachers tell of their experiences. Of particular value were discussions dealing with what we might expect when we begin teaching. Oscar Brown, a veteran of many years of successful teaching, shared with us his sustained enthusiasm as to "Why I Teach Vocational Agriculture." Here was first-hand testimony of the profound sense of satisfaction that can come to the individual who so unselfishly and devotedly serves the people of a rural community. Somehow, the student teacher was brought into a more complete realization of the tremendous importance of the role which a vocational agriculture teacher fills. I think each of us was saying to himself, "Can I really become another Oscar Brown?" Perhaps not next year or even in five years from now, but some time in the future, yes!

The presentation given by a school administrator was also most helpful in pointing out how our future success depends upon both assuming and sharing responsibilities for the educational program in the community where we are employed.

Another most valuable feature of the convention and conference for the student teachers was the opportunity afforded for becoming acquainted with teachers, teacher educators and fellow student teachers coming from so many other states. One soon discovers that we share in common so many accomplishments and, also, problems. Many of these men will become friends and associates in the years ahead. It will be heartening to know that we have fellow-workers who are such fine people!

Yes, the experience of student teachers at the National FFA Convention and Student Teacher Conference are undoubtedly such as not only to challenge but also assure us of a most rewarding and satisfying life in the years ahead as we are privileged to take our places in rural communities as teachers of vocational agriculture. □

Officers' Training Programs Can Be Effective

J. CORDNER GIBSON, Teacher Education,
California State Polytechnic College

A new approach to FFA officers' training can make these programs quite effective. For the last two years, the Agricultural Education staff of California State Polytechnic College has cooperated with Future Farmer chapters in the area in putting on a "new look" to officers' training.

The approach is one of merchandising the program. The activity is put on in a local high school cafeteria. The meal is served in candlelight atmosphere. The participants are present or past State FFA officers who are attending the College. Appropriate visual aids play a key role in the presentation.

The program is primarily a symposium presented by the State officers. The entire group of chapter officers remain together for the presentation rather than breaking up into specific officer discussion sections. In this approach, all the chapter leaders become acquainted with the duties and responsibilities of each office and the importance of good officer leadership.

A general theme is chosen for each program. The theme for the first meeting was:

"As go the officers
So goes the chapter"

The panel of speakers outlined the duties and responsibilities of each office. A "strip tease" chart was the key visual aid. The theme for the second meeting was:

"A successful chapter depends on officer teamwork"

The panel of speakers, all State officers, emphasized how officers working together can implement the ingredients that make for a successful chapter. The presentation was highlighted with spotlighted visual aids.

One of the factors that has made this series of two officers' training programs unique is that recognized State Future Farmer leaders discuss leadership and officership with the group of local chapter officers in attendance. This approach has proven very effective.

A "showmanship" touch has made the programs somewhat exhilarating. Dinner in candlelight and spotlights on the officer panel members and the

timely visual aids provide a serious atmosphere for the occasion.

This Future Farmer officers' training program is effective because of these factors: (1) a selected theme, (2) State FFA officers making the presentations, (3) candlelight atmosphere, (4) spotlighted activities, and (5) appropriate visual aids. □

A new approach for the FFA—

"Individual" Work Programs

JOHN A. DODDS, Vo-Ag Instructor, Thompson School of Agriculture, U. of New Hampshire

John A. Dodds

Teachers, as individuals, do things differently—so do boys, if given a chance. This belief is the basis for the operation of our Future Farmer Chapter. It is the guiding thought in our "Work Program." This term describes our activities better than Program of Work. The latter signifies some things that we seldom do. Perhaps we should, but I seem to function better this way. That's undoubtedly why I'm trying to justify doing things differently.

I used to coach athletics and I'm afraid I had quite a tendency to want to correct the "form" of the basketball player who shot one hand foul shots (now most of them do) or the baseball player with a different stance at the plate. Now I like the attitude of the football coach who has the player that starts off with one leg stiff like "Chester" but has accepted it because said player can start faster than any other player he ever had.

Give the individual responsibility but give him privileges with that responsibility, the privilege of making his own decision, running it his own way. Encourage him to use his imagination, his initiative, his self-reliance. He has a job to do—let him get it done! If he needs help, let him realize it and get it.

Our bylaws state that any appointed committee must be a committee of one. I don't claim we always have excellent results, but we often have very good results. I'm quite sure we have better results than we would if we said "It's to be done this way," or if we gave several the responsibility instead of one. We do divide activities into definite parts sometimes and have a committee of one to handle each part. Now this emphasis on the individual is not to say that people shouldn't work together. That part of it comes from each individual accepting his responsibility and carrying it out for the good of the group. Numerous people become involved in most activities, but clear-cut responsibility is a very helpful device.

The other point that I was making refers to the "form" that the plans for work should take. As far as accomplishment is concerned, I doubt that the usual Program of Work Sheet has any particular advantage, at least to some teachers. It may have opportunities for recognition, and you may have an individual in the Chapter who likes this type of activity. He might be just the one to develop and present a formal Program of Work.

We depend very heavily on our bylaws and secretary's reports to guide the Chapter. Ideas and suggestions come from many sources. Some are spur-of-the-moment, some long-time planning, some are planned in writing, and some remain mental notes except as the Secretary's report shows action on them. On this basis, my last high school chapter averaged over 50 business meetings a year for four years. I'm not sure they learned to plan a year's program in advance, but I feel quite sure they did learn to handle business and keep plenty of it ahead.

The Chapter that I work with at present meets on a once-a-week schedule and our biggest problem is lack of time. With this older group I feel it even more important to encourage the individual to go ahead with the job and to do it. It's your problem, you solve it, is the approach I like to keep in mind. My biggest difficulty is keeping "hands off." It's a definite temptation to be too helpful, to do it yourself. It often is the easiest way. Sometimes it seems quite necessary and occasionally perhaps

it is, but I hope I can keep and develop further the resistance to do it. I think young people will surprise you continually with their ability and willingness to do a job if you can create the feeling in them that it very definitely is their responsibility and their's alone.

This approach appeals to me because I think the carry-over is so great into life's situations. The complaints and problems that I often hear and see in civic organizations lead me to believe that many of them would be better off with this approach. "Too many cooks spoil the broth" is a saying well worth keeping in mind, this individual believes. □

Contribution of the FFA to Preparation for Citizenship

JAMES ROSE, Vo-Ag Instructor, Cherry Valley, New York

James L. Rose

After having taught vocational agriculture for the past 18 years, I am convinced that those members of the Future Farmers of America that I have had to deal with have been a credit to their communities and have added materially as citizens to the place they chose to call home.

How does the FFA build citizenship within a member? This question is one that can only be answered after a close examination of the principles and beliefs of the organization itself.

First of all, I believe that when any boy subscribes to the FFA Creed he is in reality beginning his first basic step in preparing to be a citizen. The creed emphasizes the need for understanding of rural problems and points out what each member can do for his part in this task. Most boys, I have found over the years, take this Creed seriously and can now after many years recite it nearly perfectly. When a person is asked to subscribe to something as strongly written as is the FFA Creed, it is bound to stick by one. Each verse calls the member to attention by stating that he "believes."

While the old adage of "there is many a slip between the cup and the lip" applies to many things, I think that an FFA boy does not slip because he realizes that here is a challenge that he is asked to perform.

The teachings of leadership which help the boy build a sound character from which to face problems of not only a farm nature but of life itself are so strongly put over in a good FFA chapter that it acts like a text book and becomes a criterion for succeeding boys to follow.

I have long maintained in my classes and through a local column that I write weekly for the paper that through FFA the boys of my community are learning how to stand up and be counted. The field of agriculture is sorely in need of leaders and they have to be taught before they can become leaders. In many of our schools, the smattering of parliamentary procedure that is taught amounts to very little for the average farm boy who wants to grow up and become a leader. The opportunity to hold group meetings on a local, county and state level is not available for students, and only through the FFA can our rural youth develop their leadership and ability to lead.

When you have coached a boy along to where he has polish enough to become a state officer or the head of some local organization such as the Grange, Farm Bureau or milk association, then you have developed not only leadership but a citizen who will be good for the community. You have developed a citizen who will help make the community prosper and thrive and not sit back and "give up the ship" as so many less experienced citizens do.

Through working together and through studying just how to be a top farmer, boys of the FFA gain an insight into the field of agriculture that requires being good citizens if they are to succeed.

I live in a small community. Our high school is composed of roughly 100 members including boys and girls, and I have 70% of the boys in my agricultural classes and they all belong to FFA. Those who have graduated are settled in the community or immediate area and everyone of them is a good model for others to follow. In short, he has taken his citizenship seriously and will continue to be a good citizen.

How has FFA helped? By taking part in all community activities at the grade and high school level of the student, he has found out that there is a *need for his very existence.* Through building sound supervised farming programs and then reaping the rewards that go with a job well done, the FFA trained individual has proven his good citizenship and I think that the best criterion that I can use to judge if I have done the job of promoting a good citizen is when he sends his own boy back to me and tells me to do the same for the son as I did for the father.

While FFA is only a part of the total vocational agriculture program, it nevertheless is the spark that keeps the whole engine going. It is the one tool that you can use to build on and from, and it offers the boy who is involved the chance to prove his worth not only to the area but to himself.

Bob Weeks
Vice-President, New York Association FFA, 1953.

I am enclosing a picture of three state officers I have had while at Cherry Valley. Each is an example of how FFA builds citizens. Bob Weeks, my first officer, is established in farming and is a member of Farm

Bob Scramlin
Reporter, New York Association FFA, 1958-59.

Otto Schrull
Reporter, New York Association FFA, 1959-60.

Bureau, a milk organization, the Advisory Board of my department and the young farmer group. He is married and has two children. Bob Scramlin is president of the Jr. Holstein group of the county, is president of his fraternity in college, and is going to farm in partnership with his father after this year. Otto Schrull is State FFA Reporter, a member of the Grange, an officer in 4-H, a member of SCS and the young farmer group. He is farming for himself and is a member of the Young Cooperators in our county.

With boys like these developing in our schools, I firmly believe that good citizenship is and has been taught and we as teachers, like the boy who is just starting FFA, can look back on the question of whether citizenship is being contributed to in any way by our FFA organization and can truthfully say "it is and this I believe." □

Future Farmers learn that—

Radio Programs Are a Good Chapter Activity

J. R. CARDWELL, Vo-Ag Instructor, South Boston, Virginia

J. R. Cardwell

A representative of WSLS-TV-Radio in Roanoke, Virginia, stood before the Virginia Future Farmers assembled at their Annual Convention and said, "Will the advisor and a representative of the Halifax County Chapter Future Farmers of America please come forward and receive the first place WSLS-TV-radio award of $200.00 for outstanding accomplishments in Public Relations?"

Each Tuesday, at 12:30 p.m., members of the Halifax County Chapter FFA are on the air over WHLF, South Boston, Virginia. We may ask, how did this come about, how are programs prepared, and what benefits do Chapter members receive from participating in these weekly programs?

Radio is only one of the many media of public relations. It, of course, is only one of many that the Halifax County FFA uses. For a number of years there had been times when the chapter had really wanted to be on the air. It was always possible for us to get some time, but this varied according to scheduled radio programs. Then the day before Thanksgiving, 1956, the owner of Radio Station WHLF came to our office and asked, "Will your FFA Chapter give us a program 12:30-12:45 each Tuesday beginning the first Tuesday in December? We will help you if you need help."

I do not remember the exact words of our reply, but the thought was this, "Certainly we appreciate this opportunity. This is a rather large undertaking. Will you give us a few days so that our instructors and the Chapter Executive Committee may think this through and be sure that it is the thing to do?"

The first Tuesday in December, the FFA Officers went on the air. This program was easily done with the help of radio personnel.

Experience soon showed the need for a tape recorder to assure weekly programs and to cover activities as they actually happened. The first tape recorder was bought, used, and just recently replaced, while Future Farmer interest in the radio programs continues to increase. The Chapter is now well into its fourth year of weekly radio programs.

It has been found that each week has something of interest and worthy of broadcast. Teachers and members look ahead for the event, activity, or the subject which they will want to use. The programs are prepared on a rotation basis between instructors and classes. The cooperation of our instructors and Future Farmers in finding and evaluating FFA activities, and selecting the right one at the right time, has been and is a major factor contributing to success in this undertaking.

We constantly ask, "What are the benefits to Chapter members, to the FFA, and to the program in vocational agriculture of the weekly radio programs?"

It appears that the answer to this question has many expressions, some of which follow:

1. There is evidence of increased pride in individual and Chapter accomplishments.
2. Each Chapter member appears on one or more radio programs each year.
3. Special recognition is given to accomplishments of members.
4. Members are given an opportunity to prepare radio programs.
5. Participation in these programs inspires self-confidence and improves public speaking.
6. Interest is created in listening to farm radio programs.
7. Through these programs the Chapter is able to get before the public the FFA Program of Work and accomplishments made in this program.
8. Radio is a new activity for many of the members.
9. It is excellent public relations.
10. These programs encourage members to sell themselves, and to cultivate the ability to do so.
11. Students are helped in speaking clearly and distinctly.
12. Members learn to use tape recorders and audio equipment.
13. The programs promote leadership.
14. There is evidence of the willingness of local business and industry to promote progress through the activities of the FFA and its members.

We are encouraged when a student asks, "When do I get a chance to be on a radio program again?" Fan

mail comes occasionally and is welcomed. The real proof of the program comes through seeing Future Farmers grow in leadership and in having this growth appreciated by a radio station and its listening audience. □

Consider an Exchange Visit

ARNOLD WATKINS, Vo-Ag Teacher, Leachville, Arkansas

A mechanical cotton picker interests the visitors from Iowa.

During the past year, the Leachville FFA Chapter arranged for an exchange visit with the Keota FFA Chapter of Keota, Iowa. This was our first experience at this type of activity and it has convinced us that it is worthwhile and should be an annual affair. Members of the Leachville Chapter and their advisor made the trip to Iowa near the end of the school year in May. Points of interest along the route were visited while enroute. At Keota, the Arkansas boys were guests in the homes of the local FFA boys. During school hours, the visiting boys attended classes with their hosts and then accompanied them on tours of farms in the community each afternoon. After a four-day visit to Keota, the Leachville group returned to Arkansas by a route different from the one they had traveled to Iowa in order to see more new country.

The Keota Chapter returned the visit in October and spent four days in Leachville and the surrounding area as guests of the local chapter. The group toured cotton gins, cotton fields, rice fields, and rice storage facilities while in Arkansas.

The trip served several useful purposes. New friendships were established. Different type farming programs were studied.

Observations along the route broadened the knowledge of the groups. Boys saw farm operations and equipment first-hand which previously they had seen only in pictures.

A deeper appreciation of our country as a whole was realized.

It stimulated the boys to carry on better programs.

It will be worthwhile to consider an exchange visit when planning your annual FFA program of work. □

Should FFA Chapters Publish Test Plot Results?

EDWIN J. MULDER, Vo-Ag Instructor, Spencer, Iowa

Edwin J. Mulder

Each year, hundreds of test plots are conducted by FFA chapters across the country. Seldom are two plots alike in either their organization or purpose. Some test plots are set up to test the performance of different analyses and rates of fertilizers, some test crop variety yields, others check the effectiveness of herbicides or insecticides.

Generally speaking, however, FFA test plots have come into existence for at least one of several reasons. They 1) provide leadership training; 2) offer an opportunity for an FFA chapter to be of service to a community; 3) provide a means of gaining status and prestige in a community; and 4) finance chapter activities.

It is recognized that the operation of a test plot can be a practical educational experience. The FFA boys learn methods of obtaining and evaluating information. They learn the need and function of control groups and they become aware of the value of keen, periodic observation. In addition, both they and the community are kept aware of new developments or varieties and can observe their performance or characteristics under local conditions.

Usually a countless number of man-hours are spent by the boys and their instructor in the successfully-operated test plot. It seems only natural then that when results are obtained, they are willing to reveal to the farmers in their area various observations and data that came out of their work in the plot. And if this is to be a community service project, it seems both obvious and logical that the test plot results have to be released to the community if they are to be of service.

Then why are we concerned about publishing test plot results?

Perhaps the gravest danger lies in the fact that local farmers are often apt to consider this information in the same light as experimental re-

search data released by the State Agricultural Experiment Station or the United States Department of Agriculture. A local farmer with over 300 acres of corn to plant told the author that he selected his seed corn last year from the results of our FFA Corn Yield Comparison Tests on the basis of one year's results. At that time, not even a three-year average yield was available. Fortunately, his selection proved to be quite satisfactory.

In most FFA plots, the absence of replicated trials reduces substantially the validity of the results. Neither would these results stand up under statistical treatment. In addition, an FFA boy may not fully realize his responsibility in obtaining data, and his partial neglect of one or more phases, even ever so slightly, may boomerang with more invalid results.

Local commercial seed or fertilizer companies have been known to feel at liberty to use what information they can glean from FFA test plot results to bolster their advertising and sales pitches. If this data is not statistically sound, the FFA chapter and its adviser could well be criticized by anyone analyzing the testing procedure behind the data.

Then are we to conclude that all FFA test plots should be discontinued?

Absolutely not. We have already established that they serve a very definite function, both in an educational and in a service role.

Neither should we conclude that we should organize and operate our FFA test plots as college experimental stations. Trained labor, facilities and financing are not available. The vocational agriculture instructor is hired to teach vocational agriculture and to serve as adviser to the FFA chapter, not manage an experimental farm.

Instead of discontinuing FFA test plots, we should be interested in increasing their effectiveness. If your chapter is operating a test plot, sit down and critically analyze your operations. First of all, what is your group trying to achieve with the plot? They will be on a more solid footing if their purpose is to *demonstrate* new varieties and technology to local farmers rather than try to *experiment* with something that is not yet fully developed or understood by research personnel.

A definite long-range plan for your plot should be developed. The work should be organized so that the results are meaningful. Your plot should be made a cooperative FFA activity, not one person's hobby.

The results should be published in a mimeographed pamphlet or some other form, making sure, however, that your readers are notified on one of the opening pages "that the data printed herein is not research material . . . the data has not been processed statistically . . . that these are the results of a demonstration plot, operated solely for the opportunity to observe the performance of new technology and varieties under local conditions in a random check."

With this knowledge made available, the reader is free to interpret the data in his own way. And simultaneously, the FFA chapter makes clear its position, freeing itself from later repercussions that might arise. □

Improving Our Public Relations

Through the FFA Program

DALE NESTINGEN, Instructor in Agriculture, Westby, Wisconsin

Dale Nestingen

We often ask ourselves what the FFA is doing for our local programs of vocational agriculture. We teachers of vocational agriculture spend many hours training our FFA officers, attending the monthly FFA meetings, training judging teams, preparing radio programs, and planning trips. Do these activities improve our public relations?

While talking with a professional man in a near-by town, the conversation drifted to a discussion of the program of the local school. The professional man stated that he knew very little about the local school except for the work of the FFA. He further indicated that he heard very little about the other departments of the school. However, he was sure that the instructor in agriculture was doing a good job because he frequently read in the local paper all about the FFA activities.

I feel that this kind of situation exists in many communities. Our classroom teaching is without question our main job, but the hours that we spend developing and giving publicity to the FFA program are the hours that give light to the program of vocational agriculture in our community.

To improve our public relations through the FFA program necessitates that we set up a chapter program of work that will be effective in providing the members with good experiences and with good training and that we inform the community of the results of the program through our local paper, the TV, the radio, and other means of communication.

To have an effective program of work, we must elect good officers and then give these officers such training as will qualify them to develop and carry out a strong program of work. At Westby, we hold a series of four or five two-hour sessions with the newly elected officers to give them leadership training and to help them plan the program of work.

We give one officer or associate officer the responsibility for a single phase of our program and he, in turn, appoints a committee to work with him. We have committees for improving the farming program, financing the FFA, cooperative activities, scholarship, safety, community service and awards. With a large number of chapter members participating in the program of work, we are able to participate in more activities and to achieve greater results.

At the close of the year, it is important to review the results of the program. The officers should be informed at the beginning of the year of their responsibility for giving an achievement report at the end of the year. These reports may be presented at the time of the parent-son or father

and son banquet, submitted to the local newspaper, or used when preparing radio or TV programs. Proper publicity to a good FFA program of work will be found very effective in improving public relations in the community. □

More Guiding Principles For Vocational Agriculture

W. HOWARD MARTIN, Teacher Education, University of Connecticut

W. H. Martin

Local and state programs of vocational agriculture are subject to stress and strain under the impact of social and technological change. Uncertainty and insecurity characterize the feeling of many workers. Some hold fast to the old foundations in the face of stress which may sweep them away. Others are striving to develop new plans and principles which provide the strength necessary to withstand the stresses and strains of the times.

In the past eight to ten years, the state of Connecticut has evolved and partially tested in action a new program of vocational agriculture.[1] Naturally, this so-called new program retains many old features. However, the changes are so far-reaching that one is inclined to think of it as new, rather than remodeled.

This program was conceived and developed because the old one had reached a stage of decay. The following program goals or objectives[2] to be achieved in the state were accepted by a State Consulting Committee and the State Board of Education.

1. Provide adequate facilities for vocational instruction in agriculture at centers accessible to most of the rural people.
2. Provide for local participation and initiative.
3. Provide a population and occupational base necessary to economical use of facilities and staff.
4. Provide a sufficient challenge to attract and hold a competent group of qualified instructors.

A High School Principal and Guidance Director from a neighboring high school confer with Leo Lajeunesse (right) regarding the regional program for Vocational Agriculture at Rockville High School, Rockville, Connecticut.

Since the new program in Connecticut seems to be succeeding, it may be of value to look at the principles or generalizations which describe its operation.

The principles characterize the operation of the six regional centers in Connecticut. Admittedly, further qualifications might be added, but these would not change the major orientation of philosophy and practice in the program. It is safe to assert that these principles merit thoughtful consideration by those concerned with the future of programs in vocational agriculture.

Descriptive Principles

1. Youth and adults *interested* or engaged in agricultural careers are afforded educational programs in agriculture of quality and scope comparable with the offerings in other subject areas by public schools. Sending towns are reimbursed for one-half of the costs of transportation and one-half of the tuition if they have a high school.

2. The depth of education in agriculture for those in or preparing for farming and other agricultural careers increases with the advancing technology of agriculture.

3. The secondary school program in vocational agriculture is designed to train for farming in an agricultural situation which imposes a need for knowledge of scientific principles, sound business practices, ability to utilize power and machinery, and leadership ability in time of change.

4. Actual participating experience on a farm is necessary in a program designed to train for farming. Such experience may be specialized in production, processing, marketing, or management, to the extent that placement opportunities on farms are available. The number of training opportunities on all types of farms is a factor which limits enrollment in the high school program of vocational agriculture.

5. In total, the positions in agriculture present opportunities for persons of different ability levels. Enrollment in vocational agriculture in high school includes a substantial proportion of students in the upper-half of the ability range. A total secondary school program is available to meet pupils' needs and interests in other areas.

6. Extensive and intensive offerings for adults maintain and improve the level of competency and understanding of farmers in the community. Informal adult education activities are included, as well as formal courses, in cooperation with other groups and agencies.

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[1] Gordon Harrington and Walter Jacoby. "Reshaping of a State Vocational Agriculture Program." *Agricultural Education Magazine*, 30: 35-38, 55-58, 60, 66. August and September 1957.

[2] W. Howard Martin. *Objectives and Program for Agricultural Education in Public Secondary Schools of Connecticut*. 1954. P. 3.

7. As the proportion of persons interested in agriculture declines, school districts cooperate, with each other and with the State, to finance modern facilities and conduct efficient and effective programs.

8. Citizen participation, on a systematic and formalized basis, in recommending policies, and studying and evaluating the program, contributed to progress in developing more effective programs at state and local levels.

9. Specialization in teacher assignment and choice of units by pupils in multiple teacher departments results in more satisfying teaching-learning situations.

10. The development and first-year operation of regional multiple teacher departments of vocational agriculture require substantial time and effort from state leadership in agricultural education as well as inspired and dedicated efforts on the part of teachers and local administrators. □

A thought for teachers—

Why Not a Cub FFA?

DONALD HOLMBERG, Vo-Ag Instructor, Loup City, Nebraska

This year, as in past years, we have organized a "Cub FFA" in Loup City High School. We call the organization a "Cub FFA" as all the members are either enrolled in their first year of vocational agriculture or in the 7th or 8th grade. Since vocational agriculture is not offered to boys in the 7th or 8th grades, they are invited mainly as prospective FFA members. We hold meetings once a month which, of course, is in addition to our regular FFA meetings. Those in the 9th grade are also regular FFA members, all holding the Greenhand degree.

We believe that the individuals involved as well as the entire chapter benefit from our Cub organization. These benefits lie largely in the following four areas:

1. The Cub FFA provides an opportunity for the study and practical application of parliamentary procedure. Although we study parliamentary procedure in the classroom, there is no substitute for an actual business meeting to put the newly acquired knowledge to use. Most boys will contribute more and learn more in smaller meetings where all are on the same level or in the same class. It provides experience for boys that are too shy to enter into discussions at regular meetings. An actual business meeting where their own business is discussed provides a favorable atmosphere for effective parliamentary instruction.

2. The Cub FFA helps develop interest in regular FFA activities. During our Cub meetings we spend some time studying the history, principles, and philosophies of FFA. Through a broadened knowledge of FFA, members become more enthusiastic about the organization and also develop a desire to cooperate in chapter activities.

The Cub member also has a chance to participate in chapter activities. Many times freshmen are left out of regular FFA activities in favor of more experienced upper classmen. The added recognition from being a participating member is also an incentive to work harder in chapter activities.

3. The Cub FFA helps new members become acquainted with officer qualifications and responsibilities. We elect Cub officers just as we elect regular officers. Although we do not require them to learn the ceremonies, we do expect them to learn the duties of the office they hold. This enables each member to realize that each office has particular duties and responsibilities to the entire chapter. Members discover there is work attached to being an officer. We hold elections each semester so that most boys get to be an officer. Officers are limited to the Greenhands only as we feel they will benefit more from officer experience than the 7th and 8th grade boys.

4. The Cub FFA provides leadership experience thus fitting in closely with the aims and purposes of the FFA organization. Through participation in parliamentary procedure and holding an office, these boys will be better prepared to step into regular FFA activities and assume the responsibilities of FFA membership.

These boys are eager to learn and anxious to participate. I believe that the time and effort put forth with the Cub FFA members is certainly well spent and will pay dividends in the future. □

THE MINNESOTA COMMUNITY, COUNTRY AND TOWN IN TRANSITION by Lowry Nelson. The University of Minnesota Press, Minneapolis, Minn. Copyright 1960. 175 p. $4.25

Emphasis is on social change shaping the lives of people. The State of Minnesota is used as a unit for study of social change by the author who is a professor emeritus of rural sociology at the University of Minnesota. The reference is based on the author's twenty-one years of experience in investigating rural community life at the University.

Insight of the settlement of Minnesota as a virgin land, which was largely unexploited agriculturally, from about 1803 when the area came into the hands of the U.S. from France is given. Brief discussion is presented of the Pre-emption Act of 1841 and the Homestead Act of 1862. Number and size of farms are given from 1850 to 1955. The average acreage per farm in 1955 was 195.4, or only slightly larger than the "old homestead" of 160 acres, however since 1940 farms smaller than 180 acres have declined in number. No prediction is made as to the outcome of increasing concentration of land ownership. Information on tenancy, part-time farming, types of farming areas, population growth, division of labor among the population, migration, and other graphic and tabular data are presented.

A detailed explanation of the people of Minnesota—their social characteristics, family structure, standard and level of living, educational attainment, government for the people, churches, the northern cutover area of the state and problems of farmers, and aspirations of youth in the cutover area—is provided in an interesting and easily readable manuscript.

A penetrating look at the future for Minnesota and for the nation in some respects, especially for the rural areas, is

given. Farm population changes will, according to the author, be influenced by the advance of farm technology and the pull of non-farm opportunities, the desire of people born on farms to remain if possible, the growth of the U.S. and the world population, the birth rate of farm people, and the possibility of war or peace. Other factors which are pointed out as having future influence on agriculture include managerial ability of farmers with bigness of farming units and public policies. An interesting observation made is that the problems of the twentieth century are so complex as to require farmers with extraordinray aptitudes. The author predicts more integration of town and country for the future.

Much sociological research, documenting the transition of a state, is provided in this book. The author concisely and effectively presents facts, figures, and interpretations which will be of much future importance as well as serving to better understand the past.

George W. Sledge
Teacher Education
University of Wisconsin

FINANCING HIGHER EDUCATION, 1960-70 by Robert D. Calkins et al. Edited by Dexter M. Keezer. McGraw-Hill Book Company, Inc., New York. 304 pp., illustrated. December 1959. Price $2.00.

This is a timely study of the problems of financing higher education. The present financial plight of higher education and the clear prospect of a doubling of the demand for its services over the next decade prompted the study. It is a depth study into the methods and approaches by which the diverse needs of a wide variety of educational institutions may best be met in the 1960's.

The volume includes papers on various aspects of the future financial needs and prospective resources of our colleges and universities, prepared by twelve leading educators and foundation executives in the United States. The papers were subjected to detailed discussion, criticism, and revision in a seminar at Amherst College's Merrill Center for Economics, attended by some of the nation's leading educators, economists, editors, and businessmen who were not involved in preparing the papers.

Divergent opinions are presented to stimulate further research and discussion. Also, new methods of financing are suggested, and some old methods are reexamined in a new light. The book covers such topics as an economic overview of higher education; broad financial issues; research in the economics of colleges and universities; conflicts and cooperation in American higher education; opportunities for better institutional management; long-term budget projection; student charges; the role of government and private support of higher education; and the potentialities of educational establishments outside the conventional structure of higher education.

In recognition of the pressing nature of the subject, the McGraw-Hill Book Company chose this study as a fitting climax to the observance of its fiftieth anniversary.

Carl F. Lamar
College of Education
University of Kentucky

"A SERIES OF HANDY GUIDEBOOKS ON HOW TO RAISE AND TRAIN DOGS AND BIRDS." Distributed by Sterling Publishing Co., Inc., 419 Fourth Avenue, New York 16, New York.

Each of these guidebooks comes in two editions: in paper cover at $1.00 and cloth bound at $2.00. The books are well illustrated and include both black-and-white and full-color photographs.

1) "How to Raise and Train a Pup" and "How to Raise and Train an Airedale" by Evelyn Miller are two books in a series of handy guidebooks on the care of dogs. These books begin with a brief historical sketch, then go on to explain how to select, care for, house, train and show prize winning dogs. They also include breeding mature dogs and raising puppies. How to take care of official papers and check the health of such animals is also explained.

2) "Backyard Birds" by Arline Thomas is a guidebook on how to attract birds to your backyard with food and simple easy-to-make bird houses and bird baths. It includes a list of recommended references about birds.

Carl Lamar
College of Education
University of Kentucky

BIOCHEMISTRY OF PLANTS AND ANIMALS by M. Frank Mallette, Paul M. Althouse and Carl O. Clagett. Published by John Wiley and Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 552 pp., illustrated. Price $8.50.

This book is primarily intended to be used as a text for undergraduates in college; however, it may be a good reference for teachers of agriculture interested in the biochemistry of plants and animals. It is intended to provide a general knowledge of biochemistry for students in the agricultural sciences. Basic training in inorganic and organic chemistry is needed by persons using this book.

The book replaces Introduction to Agricultural Biochemistry by Dutcher, Jensen and Althouse. The authors have completely rewritten the earlier book. It gives a general view of biological, physical and agricultural sciences at the elementary level. Current trends and new advances in the field are included.

The book is divided into these major sections, devoted to general biochemistry, plant biochemistry and animal biochemistry. Individual chapters emphasize feeds, seed germination, plant structure and composition, and energy transfers within the organism. An extensive discussion is given to plant biochemistry and metabolism. The appendix includes tables with the most recent data on food and feed composition and nutritional requirements.

Carl F. Lamar
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FUNDAMENTALS OF NUTRITION by E. W. Crampton and L. E. Lloyd. Published by W. H. Freeman & Co.

This book is written on the college level. It is well organized. The basic purpose of the book is to develop an integrated and coherent picture of the subject rather than to serve as a reference to the literature from which it has grown.

The book is divided into six sections:

I. Introduction
II. The metabolic machinery of the body, and the role of energy-yielding nutrients in its operation
III. The vitamins: Their nature and role in metabolism
IV. The nutritionally important mineral elements
V. Some quantitative aspects of nutrition
VI. The nutrient needs of animals

At the end of most chapters is a suggested reading list. This list is helpful in supplementing the material in the book.

Mr. W. H. Crampton and Mr. L. E. Lloyd are professors at Macdonald College, McGill University, Quebec.

Herbert Brice
Department of Agricultural Education
University of Kentucky

FARM AND DAIRY MECHANICS LABORATORY MANUAL by V. J. Morford, Iowa State University. Published by Burgess Publishing Company, Minneapolis, Minnesota; 1959; 8½ x 11 inches; 15 pages; illustrated; $3.75.

This manual is designed to serve as a basic text and guide to laboratory activities in farm and dairy mechanics, primarily in the farm shop skills. The publication was originally prepared in 1948. This is the seventh revision.

The manual outlines a farm mechanics laboratory program involving both the related information needed and suggested projects or jobs in each laboratory activity or unit. It handles well farm shop skills in such units as hot and cold metal work, farm electrification, oxy-acetylene and arc welding, and plumbing and pipe fitting. The manual may be used either as a student guide or as a teacher reference.

Mr. Morford is Professor of Agricultural Engineering at Iowa State University.

Floyd Cox
Teacher Trainer
Kentucky

FFA Student from Elko County, Nevada, buys own bulldozer. Edward Achurra, Nevada State FFA President, purchased bulldozer for ranch use from his supervised farming program. He can move the snow off the road so the family can get to town and return.

Boys of Alturas Section, Superior Region, judging land at the second annual land judging contest, Big Valley, Bieber, Calif. (Photo by J. Elsea, Yreka, Calif.)

A group of seniors in vocational agriculture is in the woodlot running survey lines to measure out demonstration plots. (Ben Hylkema, Vo-Ag Instructor, Wausau, Wis.)

Fifteen Ohio Vocational Agriculture Teachers each received a $200 Scholarship for attending summer sessions at Ohio State University at their annual teachers conference which was held in Columbus, Ohio, on June 13-15. The scholarships were furnished by the Standard Oil Company of Ohio.

Ray Harrington (left) poses with recipients of ten year service certificates. (left to right) Eugene Trant, Howard Smith, Warren Giles, Donald Demick, Andre Lepine, Earl MacArthur, Edwin Russell, Richard Strangeway at 50th Annual Conference of New York Association of Teachers of Agriculture at Oneonta on June 28, 1960. (Photo by W. W. Sharpe)

Each year at the close of the North Dakota FFA Convention, the outgoing and newly elected state officers are dinner guests of the Standard Oil Company of Indiana. Here they are grouped for a picture following the 1960 State FFA Convention held at the North Dakota Agricultural College.

Stories In Pictures